



Sequoia Middle School

Support Personnel Accountability Report Card 2007

A continuous improvement document sponsored by the California Department of Education and Los Angeles County Office of Education

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<http://www.fusd.net/schools/MiddleSchool/Sequoia/index.stm>

DISTRICT: Fontana Unified School District

PRINCIPAL: Anne Roth

GRADE LEVELS: 7th & 8th

COUNSELORS: Nancy Jarman-Dunn

SCHOOL YEAR: Single Track, Year Round

Melia Kiggins

ENROLLMENT: 1425



Principal's Comments

Sequoia Middle School's Student Support Personnel Team is committed to meeting the needs of all students. The Team plays a vital role in the academic success and school safety for all students. Using teamwork, open communication, and a focus on continuous improvement, our guidance program provides students with the skills necessary for academic success, career planning, and personal and social growth. Sequential instruction is presented systematically to all students through individual, group, and classroom activities designed to meet the National Standards for School Counseling Programs and support the goals of the Fontana Unified School District. Processes are designed for collection and assessment of data to determine effectiveness and demonstrate that the program affects student growth and development. The importance of this program is demonstrated by its inclusion in both the Single Plan for School Achievement and the School Safety Plan. The implementation of Assembly Bill 1802 ensures collaboration with parents, educators, and the community that focuses on career and educational opportunities to enhance post secondary success. Strong administrative support for the program is demonstrated through: Financial assistance, qualified personnel, program facilities, ongoing professional development, and program evaluation. Most importantly, a successful program produces students that are engaged and excited about their futures. - Anne Roth

Student Support Personnel Team

School counselors design, coordinate, implement, and evaluate the support system for ALL students. Our Student Support Personnel Team (SSPT) offers a multitude of services, which assist students and promote success at school, at home, and in the community. Data analysis, leadership and advocacy skills help identify the most appropriate and equitable support services. In 1999, Sequoia adopted the National Standards for School Counseling Programs, which include knowledge, skills, and attitudes needed for student success. Our program was brought into alignment with the National Model for School Counseling Programs in 2001. Sequoia Life Laws of Respect, Responsibility, and Diligence were adopted in 2003, to encourage an environment where all students are focused. SSPT members participate in school, district, and community programs and committees. Our team includes the following members:

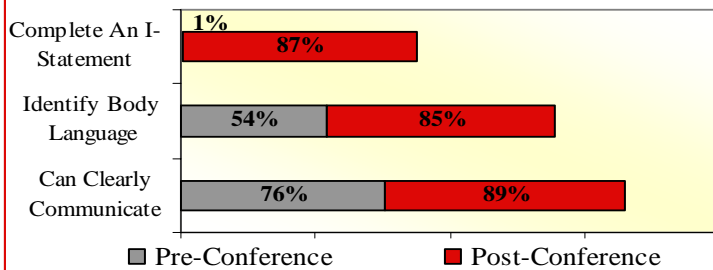
Support Team Staff	Years of Experience	Credentials and Education
Administrators (3)	32 Admin. 23 Teaching	3 MA degrees, 3 Administrative, 3 single subject / 2 multiple subject credentials & BCLAD.
School Counselors (2)	24 Counseling 10 Teaching	2 Pupil Personnel credentials and MA/MS degrees, 1 Gifted and Talented certificate, 1 Character Education certificate, and 1 counselor educator at University of California Riverside Extension.
Certificated Members (Peer Leader, Nurse, Psychologist, Speech)	43.5 Working in Education	1 Single/1 Multiple subject credentials, 1 Gifted & Talented certificate, 3 MA/MS degrees, 1 School Nurse Credential, 1 Pupil Personnel Credential in Psychology.
Classified Members	33.5 Working	1 BA degree, 2 CPR & First Aid Certificates and some college courses
Special Ed Staff	62 Teaching	2 Special Ed / 1 Lifetime Secondary / 2 Multiple Subject Credentials, 2 MA/MA degrees, 1 Resource Specialist / 1 CLAD Certificate.
Student Study Team	33 Teaching	2 MA/MS degrees, 4 Multiple/9 Single Subject Credentials, 2 Gifted & Talented certificates & CLAD.
Guidance Advisory Committee	Varies	Parental, Pastoral, Education and Community service experience.

SSPT Membership and Conference Participation in the American School Counselors Association, California Association of School Counselors, California Association of School Psychologists, California Counselor Leadership Academy, Association of California School Administrators, National Association of Mathematicians, California Association for Bilingual Education, National Association of School Nurses, California Association of School Nurses, and the California Association of Resource Specialist and Special Education Teachers. Membership ensures that all members of student support team keep current on the latest in education and research in their related field of expertise, thus being able to offer our students the best professional support possible.

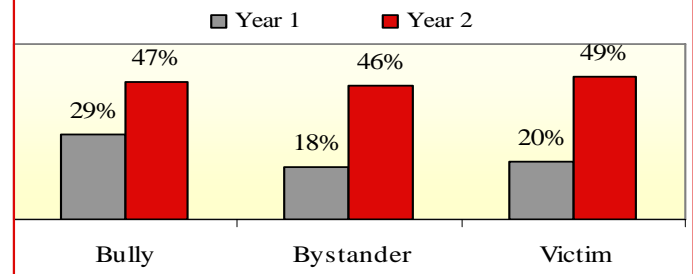
School Climate and Safety

“Sequoia Counseling Eyrie - Where Eaglets Fledge” is our theme. As eaglets in a nest, our team helps students feel nurtured, secure and respected, and given a safe place to spread their wings and learn the skills to succeed in life. The Student Support Personnel Team (SSPT) collaborates with the safety committee to formulate a comprehensive response to student crisis and safety needs at Sequoia. This collaboration includes the development and refinement of our School Board approved disaster and safety plan annually. After careful evaluation of current student data, the SSPT develops and implements a variety of interventions that directly impact school climate and safety. Thus, our SSPT is responsible for playing a vital role in the overall safe climate of Sequoia through: *Individual and group counseling, collaboration meetings with parents, teachers and SSPT members, classroom guidance lessons on bullying prevention, character education lessons, peer mentoring through peer leader program, transition guidance activities for incoming/outgoing students and community outreach for further support of students’ emotional needs.*

Sequoia Leadership Conference 2006 provided a forum for students to expand and develop skills to use at school, at home and in the community. After conference sessions with SSPT members, 13% of students were able to increase their personal communication skills, 87% of students could complete an I statement and 31% learned how to identify body language.



Build Respect/Stop Bullying lessons help all students identify and reduce their bullying behaviors, victim experiences, and passive bystander behaviors. After counselor guided guidance lessons, bullying-related experiences have continued to decrease over the past two years.

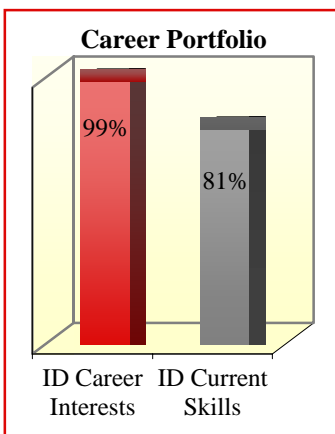


Student Results

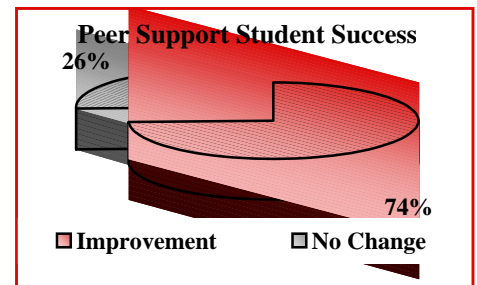
The Student Support Personnel Team (SSPT) works diligently to ensure that Sequoia students are meeting specific goals as outlined by the National Standards for School Counseling Programs. Through the collection and evaluation of data, the SSPT determine the success and needs of students and programs. Our results demonstrate that student growth is occurring in areas of academic ability, personal/social skills, and career/future planning.

Academic Development – Standard A3: Students will achieve school success.

Counselors and peer leaders work with at-risk students to develop personal goals, support, responsibility and accountability to raise their classroom grade above an “F”. Results Data: After weekly academic peer mentoring during a 4-week time period, teachers have reported that 74% of students have made notable progress towards academic goals in the classroom.



Career Development – Standard B1.2: Students will identify personal skills, interests, and abilities and relate them to current career choices. Counselors work with all students to develop Electronic Career Portfolios. Students explore skills and education needed for future success. *Perception Data: 81% of students have identified current skills and 99% of students have identified current interests that relate to their career choice.*



Personal/Social Development – Standard B: Students will make decisions, set goals, and take necessary action to achieve goals. Our school counselors taught goal setting guidance lessons to all students on campus. Lessons required students to observe, listen to, write down, review and then demonstrate the 6-step process to setting and achieving goals. 801 students participated in a small group activity to demonstrate these steps. *Perception Data: 89% of students were able to successfully follow all steps to accomplish group goal. Of those 89%, 36% were able to set a new goal after evaluating their success or failure of reaching their original goal.*



Major Achievements

The Student Support Personnel Team's role was integral in accomplishing these achievements. Due to the collaborative efforts of our Team, we have been able to contribute to the overall continued success of our students through:

Team members are honored to receive the following recognition of implemented programs:

- **SPARC** - Best in the West Academy Award for 2006 Support Personnel Accountability Report Card.
- **RAMP** - Recognized American School Counseling Association Model Program
- **Golden Bell** - California School Board Association Award for School Counseling Program

Team members have implemented the following:

- Peer Program - students are trained to use communication and mediation skills for outreach to all students.
- Sequoia Leadership Conference Fall 2006 - 78 Student leaders were trained in leadership and communication skills by our SSPT.
- Student Support Program (SSP) Results - 78% of staff feel that the SSP has had a positive effect on the school. 76% of staff and 86% of parents report that their students have been helped by our program through proactive school wide services.
- AB 1802 Conferences - 128 conferences were held with all identified at-risk students.
- Make a Friend at Sequoia (MAFAS) Day - transition to middle school program resulted in 99% of incoming 6th graders feeling more at ease with entering middle school.
- 7th Grade Parent Orientation - Pre and post data show a 20% increase in parents' knowledge of how to assist their student with planning for homework assignments, how to help their child make friends and who to contact at school for concerns.
- Additional Counselor - One new counselor was hired in February of 2007 to reduce counselor ratios and assist with implementing more programs for our students, parents and staff.

Measurements

Data from surveys, skill evaluations, and assessments helps our team provide needed programs, refer students/families to resources, and encourage students to be successful. These measurements are incorporated into the management and responsiveness of the program to determine services. These include the following:

National Model Program Audit aligns the counseling program with success strategies to achieve student results. Process, Perception and Results data are used in the following areas:

Academic

- **California Standards, District, Raven Standard Progressive Matrices, California English Language Development, and Special Education test data** is analyzed

and disaggregated data is used for interventions and placement in appropriate rigorous classes for student success.

Career

- **Learning style assessments** developed by our team are related to classroom assignments, and building positive relationships for future career success.
- **Career Cruising Interest and Skill surveys** help students identify future careers and courses necessary for success.

Personal/Social

- **Needs Surveys** identify programs to support parents, staff, community, and students.
- **Safety Surveys** identify areas of need and success.
- **Health Screenings** minimize medical barriers to success.
- **Healthy Kids Surveys** identify at risk student behaviors.

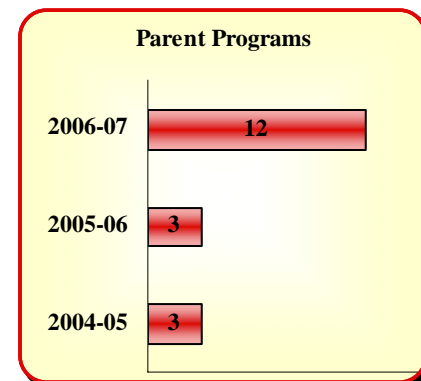
Focus for Improvement

Our team members are sincere advocates of student success. We are committed to the improvement of intervention and prevention services each year. Through review of data and survey results, the following needs have been identified, prioritized, and strategically aligned to our school's improvement plan.

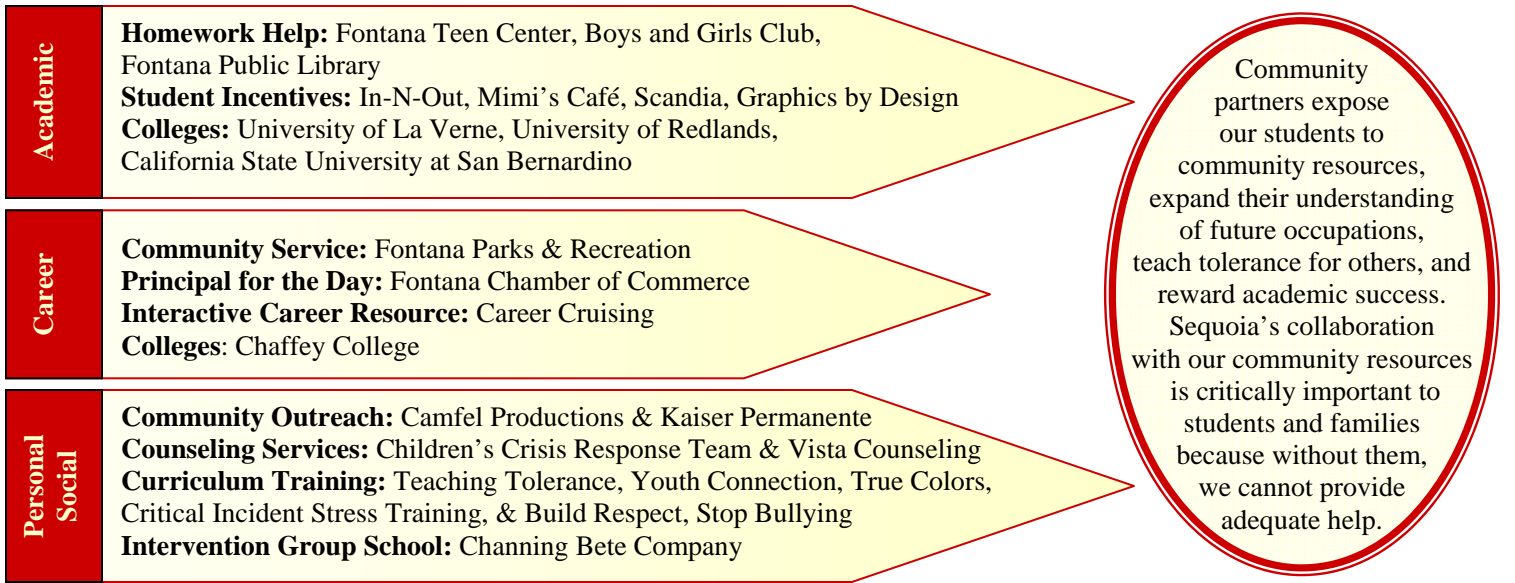
1. **To increase pre/post AB 1802 meetings meaningful data collection by checking for student/parent understanding.** Pre/Post data will be collected to check for parent and student understanding of graduation/CAHSEE requirements and post secondary options.
2. **Increase Staff/Parent communication of counseling programs and data.** Recent survey data showed 30% of staff does not feel our program has helped them personally. Presentations of programs and results will be communicated monthly.

Our 2005/06 Focus for Improvement needs were met by the following team-created programs:

1. **Implement decision making/goal setting lessons for all students.** Our counselors met this goal through 44 classroom guidance lessons. Post-test results showed that 89% of students could successfully follow a six-step plan to set a goal.
2. **Increase parent education programs and services.** As shown in the graph, the number of parent education meetings increased 75% from last year due to Parent Success meetings held monthly by our counselors.



Community Partnerships/Resources



Volunteer Involvement

Volunteers are an asset to the success of our SSPT. We encourage continued involvement through the middle school years, via website, newsletters and participation in school activities and events. All involvement opportunity information is in English and Spanish.

Volunteer Information Form: Mailed to each home, requesting help with a variety of services and programs.

Guidance Advisory Committee: Support and advise our school counseling program. Trimester meetings are held morning and evening to accommodate volunteer schedules.

College Day: Help students with activities designed to promote academic success and interest in college.

Make a Friend at Sequoia Day: Planning and coordinating events for transitioning 6th graders to Sequoia.

Parent Success Workshops: Assist the staff with set-up and choosing a selection of topics and speakers.

School Site Council and English Language Advisory Committee: Become a member of these groups to support Sequoia students.

Parent and community involvement is critical to student achievement during adolescence. ***We welcome your help and support!***

For more information or to schedule an appointment, please contact Maria Gonzalez, bilingual guidance technician, in the main office, or by phone at 357-5400 ext. 222 or via email at arelma@fusd.net.

Keeping You Informed

Student Support Program information is shared via personal, electronic and print contacts. This information is used to make the necessary connections with students, families and community in both English and Spanish.

Personal Contacts - Translators and babysitters are available for all meetings.

- Transition to middle school orientation
- Drop in student counseling during lunch
- School Board presentations
- School and district leadership committee participation
- Staff development in adolescent development.
- Advisory groups for students, parents, staff, and community.

Printed Contacts - Translated and located in the Office:

- Support Personnel Accountability Report Card
- Parent newsletters
- School counseling and peer program flyers

Print materials are distributed to families, faculty, School Board, and District Office.

All students receive planners each year with guidance information.

The School Marquee highlights special events.

Electronic Contacts - Available 24/7:

- School counselor web site: Information is available in English and in Spanish. The website has generated over 3000 inquiries. <http://fusd.tv/sites/middle/jarmna/IndexMain.html>.
- Telephone and email - Ms. Jarman-Dunn, counselor – 357-5400 ext. 238 or jarmna@fusd.net; Ms. Kiggins, counselor – 357-5400 ext. 227 or kiggma@fusd.net; and Ms. Gonzalez, guidance technician – 357-5400 ext. 222 or arelma@fusd.net.
- Connect-Ed program allows staff to contact every household by phone with pre-recorded information.